

**Texas Education Agency
Standard Application System (SAS)**

2014–2016 Educator Excellence Innovation Program		
Program authority:	General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature	FOR TEA USE ONLY Write NOGA ID here:
Grant period:	April 1, 2014, to August 31, 2016	<div style="transform: rotate(-90deg); transform-origin: center;"> RECEIVED TEXAS EDUCATION AGENCY JAN 23 PM 3:03 DOCUMENT CONTROL CENTER </div>
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	
Submittal information:	Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name Kingsville Independent School District	Vendor ID # 137901	Mailing address line 1 207 North Third	
Mailing address line 2 207 North Third	City Kingsville	State TX	ZIP Code 78363
County- District # 137901	Campus number and name Kingsville Elem. & Kingsville HS	ESC Region # 2	US Congressional District # 34
		DUNS # 01545770	

Primary Contact

First name Edward	M.I. E	Last name Blaha	Title Superintendent
Telephone # 361.592.3387	Email address eblaha@kingsvilleisd.com		FAX # 361.595.7805

Secondary Contact

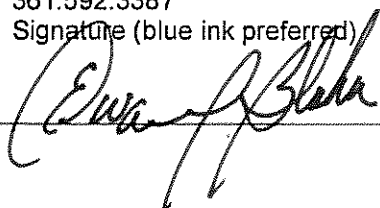
First name Carol	M.I. C	Last name Perez	Title Assistant Superintendent Curriculum & Instruction
Telephone # 361.592.3387	Email address cperez@kingsvilleisd.com		FAX # 361.595.7805

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Edward	M.I. E	Last name Blaha	Title Superintendent
Telephone # 361.592.3387	Email address eblaha@kingsvilleisd.com		FAX # 361.595.7805
Signature (blue ink preferred)			Date signed



1.22.14

Schedule #1—General Information (cont.)

County-district number or vendor ID: 0137901

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 137901

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 137901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 137901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Kingsville Independent School District (KISD) is a high needs South Texas district that in large part mirrors the challenges of urban districts including challenges with overcrowding, crime, gangs, and the like. KISD has seven campuses including a high school, middle school, intermediate, and four elementary campuses. Of these campuses one has been designated as a Texas Education Agency Priority campus and that is H.M. King as it continues to receive TTIPS, Cycle 2 funding and Met Standard for 2012-2013. Nonetheless, it is currently classified as priority due to being among the lowest Title I campuses in the state due to math and reading performance. Three other campuses in KISD are considered Focus campuses including Harvey Elementary, Gillette Intermediate, and Memorial Middle School. These three campuses have wide gaps between reading and math performance of the federal student groups and safeguard targets of 75 percent. The critical means of addressing the needs of these campuses is contingent upon teacher quality. Teacher quality is the most important factor in successful student achievement. Skilled teachers are leaving the profession and fewer are entering. The best practices for professional development of the TAP system adopted by KISD will offer a research driven model for school reform allowing teachers opportunities to advance without leaving teaching while also participating in robust, job-embedded professional development with fair, transparent accountability and opportunities for differentiated compensation based on teacher and student classroom performance. However, KISD will take it one step further by ensuring that Master teachers represent expertise in all four core content academic areas. Three of the seven campuses already have Deans of Instruction. These Deans will be repurposed as Master teachers. Six additional Master teachers will be hired with these EEIP funds if awarded. Efforts to ensure that all content areas have Master teacher expertise. Fourteen mentor teachers targeting Reading and Math will be placed on each of the seven campuses. Thus Master and Mentor teachers in the KISD TAP system will be content specific. The TAP is essentially based on four elements. KISD seeks to implement these four elements on campuses within the district.

- **Induction and Mentoring:** in addressing the first element, KISD will prepare teachers to succeed with the campus's student population including selective training incorporating the best practices of TAP. KISD will provide opportunities for multiple career paths including roles as career, mentor, and master teacher with the latter supported by salary augmentation apropos to responsibilities in those roles. Creating these career paths will allow teachers to not only develop their expertise, but also "pursue a variety of positions throughout their careers- career, mentor, and master teacher –depending on their interests, abilities, and accomplishments." Teachers will be compensated as their roles and responsibilities increase in impact. Funding in this EEIP initiative will support six additional Master teacher positions ensuring balance between each of the four core content areas for the district including substantial salary augmentation and additional contract days. There will be no supplanting of positions. In addition, fourteen mentor teachers including two per academic core content

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area targeting Math and ELA/Reading will work across the seven campuses in the district providing content area expertise.

- **Professional Development and Collaboration:** In addressing the second TAP component, robust, ongoing applied professional growth will be facilitated through a restructured school day at all Kingsville campuses enabling teachers to meet at least weekly in cluster meetings. This grant proposal has budgeted pay for substitute teachers to provide student instruction to allow teachers release time to meet during these elementary cluster sessions. These meetings led by master and mentor teachers will focus on analysis of student data and collaborative planning for instruction. Potentially, early release dates in the district may also facilitate some of these cluster meetings. Job-embedded professional development will also be supported through a subcontract with Texas A&M University – Kingsville College of Education faculty to support TAP best practices instructional strategies, collaborative peer-to-peer reflective walkthroughs, program evaluation training, and administrative principal coaching.
- **Evaluation:** KISD will work towards instructionally focused accountability with coaching and performance pay; however, this performance based pay will not be tied to the teacher appraisal. KISD will provide performance – based compensation whereby teachers in targeted campuses in KISD can earn performance-based compensation each year depending on campus gains.
- **Strategic Compensation and Retention:** Also, master and mentor teachers will receive additional compensation based on their increased roles and responsibilities. Additionally, Kingsville ISD will redouble its efforts to implement even more aggressive recruiting and hiring practices including recruiting and selecting new teachers from the ranks of high achieving recent college graduates, high performing educator preparation programs, or with a proven record of success in improving student performance. KISD currently and will continue to collaborate with TAMUK including recruiting through alternative certification and through TAMUK's teacher education program. Teachers and principals alike on these targeted campuses will participate in a year-long planning and intensive professional development process prior to full implementation of the TAP system. In summary, funds are budgeted for campuses to pay for: 1) additional salary compensation for master and mentor teachers as well as funding to support career teachers that replace those teachers in classrooms; 2) funds for performance awards; and, 3) funds to support substitute teachers to allow regular classroom teachers to attend professional development cluster meetings.

Texas A&M University – Kingsville or TAMUK will also support the project through providing professional development in support of TAP best practices including through as peer-to-peer walkthroughs and data analysis for content teams; program evaluation support, and administrative principal coaching.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 137901	Amendment # (for amendments only):
Program authority: General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature	
Project period: April 1, 2014, through August 31, 2016	Fund code: 429

Part 1: Budget Summary

Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)			Year 2 (9/1/14 – 8/31/16)		
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	817,109	\$	817,109	817,109	\$	817,109
Schedule #8	Professional and Contracted Services (6200)	6200	157,000	\$	157,000	157,000	\$	157,000
Schedule #9	Supplies and Materials (6300)	6300	15,000	\$	15,000	15,000	\$	15,000
Schedule #10	Other Operating Costs (6400)	6400	10,500	\$	10,500	10,500	\$	10,500
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX		\$			\$	
Total direct costs:			998,609	\$0	\$998,609			998,609
1.881 Percentage% indirect costs (see note):			N/A	\$1390	\$1390	N/A		N/A
Grand total of budgeted costs (add all entries in each column):					\$999,999			

Administrative Cost Calculation

	Year 1	Year 2
Enter the total grant amount requested:	\$999,999	\$999,999
Percentage limit on administrative costs established for the program (10%):	× .10	× .10
Multiply and round down to the nearest whole dollar. Enter the result.		
This is the maximum amount allowable for administrative costs, including indirect costs:	\$99,999	\$99,999

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. Indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be argued to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 137901			Amendment # (for amendments only):		
	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
Academic/Instructional					
1	Teacher – Added Master teacher positions in four core content areas	7	7	\$275,000	\$275,000
2	Educational aide	0	0	\$0	\$0
3	Tutor	0	0	\$0	\$0
Program Management and Administration					
4	Project director	0	0	\$0	\$0
5	Project coordinator	0	0	\$0	\$0
6	Teacher facilitator (<i>Mentor teachers are existing positions; extra duty pay for extended contract and augmentation below in line 20</i>)	0	0	\$0	\$0
7	Teacher supervisor	0	0	\$0	\$0
8	Secretary/administrative assistant	0	0	\$0	\$0
9	Data entry clerk	0	0	\$0	\$0
10	Grant accountant/bookkeeper	0	0	\$0	\$0
11	Evaluator/evaluation specialist	0	0	\$0	\$0
Auxiliary					
12	Counselor	0	0	\$0	\$0
13	Social worker	0	0	\$0	\$0
14	Community liaison/parent coordinator	0	0	\$0	\$0
Other Employee Positions					
15	Title	0	0	\$0	\$0
16	Title	0	0	\$0	\$0
17	Title	0	0	\$0	\$0
18	Subtotal employee costs:			\$275,000	\$275,000
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112	Substitute pay (14 Mentors x 36 weeks x \$85 per day; 14 Mentors x 5 addtl days for curriculum writing oversight x \$85)		\$42,850	\$42,850
20	6119	Professional staff extra-duty pay (\$2500 x 7 master teachers sal.aug.; 7 master teachers x 10 addtl days at \$375 per day est.; 14 mentor teachers -2 per core content across district x \$ salary augmentation @1250 per plus benefits; 14 Mentors x 375 x 10 ext. contr. Days; 244 teachers district-wide @ minimum 1200 per; 16 principal/AP @\$1300)		\$397,800	\$397,800
21	6121	Support staff extra-duty pay		\$0	\$0
22	6140	Employee benefits		\$101,459	\$101,459
23	61XX	Tuition remission (IHEs only)		\$0	\$0
24	Subtotal substitute, extra-duty, benefits costs			\$542,109	\$542,109
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$817,109	\$817,109

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Schedule #8—Professional and Contracted Services (6200)					
County-district number or vendor ID: 137901			Amendment # (for amendments only):		
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.					
Expense Item Description			Year 1	Year 2	
6269	Rental or lease of buildings, space in buildings, or land		\$	\$	
	Specify purpose:				
6299	Contracted publication and printing costs (specific approval required only for nonprofits)		\$	\$	
	Specify purpose:				
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:			\$	\$	
Professional Services, Contracted Services, or Subgrants Less Than \$10,000					
#	Description of Service and Purpose		Check if Subgrant	Year 1	Year 2
1			<input type="checkbox"/>	\$	\$
2			<input type="checkbox"/>	\$	\$
3			<input type="checkbox"/>	\$	\$
4			<input type="checkbox"/>	\$	\$
5			<input type="checkbox"/>	\$	\$
6			<input type="checkbox"/>	\$	\$
7			<input type="checkbox"/>	\$	\$
8			<input type="checkbox"/>	\$	\$
9			<input type="checkbox"/>	\$	\$
10			<input type="checkbox"/>	\$	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$	\$	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000					
Specify topic/purpose/service: TAMUK faculty university professional development support			<input type="checkbox"/> Yes, this is a subgrant		
Describe topic/purpose/service: Provide technical assistance related to grant implementation, professional development in support of TAP best practices including through as peer to peer walkthroughs and data analysis for content teams; program evaluation support, and administrative principal coaching. Forty-two days of peer to peer walkthroughs across seven campuses; minimum two workshops per year on program evaluation. Ongoing, biweekly administrative principal coaching minimum 18 sessions per year.					
1	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2	
	Contractor's payroll costs	# of positions: 2 PI's G. Maxwell & L. McNair; plus misc. faculty to support from the TAMUK COE	\$	\$	
	Contractor's subgrants, subcontracts, subcontracted services		\$100,000	\$100,000	
	Contractor's supplies and materials		\$	\$	
	Contractor's other operating costs		\$	\$	
	Contractor's capital outlay (allowable for subgrants only)		\$	\$	
Total budget:			\$100,000	\$100,000	

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 137901		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
2	Specify topic/purpose/service: NIET	<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Provide professional development support of the TAP Model best practices including NIET Portal access (CORE TAP training 9 days @\$1500 per day plus travel costs; Best Practices 3 days onsite @\$1500 per day plus travel costs		
Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
Contractor's payroll costs # of positions: 1		\$	\$
Contractor's subgrants, subcontracts, subcontracted services		\$57,000	\$57,000
Contractor's supplies and materials		\$	\$
Contractor's other operating costs		\$	\$
Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$
3	Specify topic/purpose/service:	<input type="checkbox"/> Yes, this is a subgrant	
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs # of positions: 1		\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
	Total budget:		\$

Schedule #8—Professional and Contracted Services (6200) (cont.)

c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:	\$0	\$0
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:	\$0	\$0
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:	\$0	\$0
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:	\$157,000	\$157,000
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:	\$	\$
(Sum of lines a, b, c, and d) Grand total	\$157,000	\$157,000

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Schedule #9—Supplies and Materials (6300)							
County-District Number or Vendor ID: 137901					Amendment number (for amendments only):		
Expense Item Description							
Technology Hardware—Not Capitalized							
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
6399	1	Laptops	For Master teachers to facilitate TAP implementation including software, data disaggregation, etc.	7	\$2000	\$10,500	\$10,500
	2	Laptops	For Mentor teachers to facilitate TAP implementation including software, data disaggregation, etc.	7	\$		
	3				\$		
	4				\$		
	5				\$		
	6399	Technology software—Not capitalized					
6399	Supplies and materials associated with advisory council or committee					\$	\$
Subtotal supplies and materials requiring specific approval:						\$	\$
Remaining 6300—Supplies and materials that do not require specific approval: Workshop supplies, professional books to support equity pro. development, etc.						\$ 4500	\$4500
Grand total:						\$15,000	\$15,000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 137901		Amendment number (for amendments only):	
Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (includes registration fees)	\$	\$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$	\$
	Remaining 6400—Other operating costs that do not require specific approval: Travel for NIET Natl Conf 7 Master teachers x approx. \$1250 each plus superintendent or representative)	\$	\$
Grand total:		\$10,500	\$10,500

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 137901

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment: 3543

Category	Number	Percentage	Category	Percentage
African American	138	3.9	Attendance rate	94
Hispanic	3039	85.8	Annual dropout rate (Gr 9-12)	5.6
White	330	9.3	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	57
Asian	32	.9	TAKS commended 2011 performance, all tests (sum of all grades tested)	8
Economically disadvantaged	2842	80.2	Students taking the ACT and/or SAT	63.8
Limited English proficient (LEP)	127	3.6	Average SAT score (number value, not a percentage)	1323
Disciplinary placements	78	1.9	Average ACT score (number value, not a percentage)	18.3

Comments

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	7	2.9	No degree	3.7	1.5
Hispanic	183.5	75.1	Bachelor's degree	170.6	69.9
White	50.7	20.8	Master's degree	69.9	28.6
Asian	0	0	Doctorate	0	0
1-5 years exp.	52.1	21.3	Avg. salary, 1-5 years exp.	35,477	21.3
6-10 years exp.	44.7	18.3	Avg. salary, 6-10 years exp.	38,721	18.3
11-20 years exp.	70.7	29	Avg. salary, 11-20 years exp.	42448	29
Over 20 years exp.	60	24.6	Avg. salary, over 20 years exp.	52,151	24.6

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 137901

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	179	287	299	286	274	257	241	241	240	215	354	237	193	229	3543
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	179	287	299	286	274	257	241	241	240	215	354	237	193	229	3543

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	15	15	15	15	15	15	15	15	20	20	21	21	21	20	243
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	15	15	15	15	15	15	15	15	20	20	21	21	21	20	243

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Schedule #13—Needs Assessment

County-district number or vendor ID: 137901

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

KISD serves a population of approximately 3524 students of which 80% are identified as economically disadvantaged and 85.8% of whom are Hispanic. The district was cited by the Texas Education Agency as Met Standard in 2012-2013 performance reporting on STAAR. As noted previously, one campus within the district is identified by TEA as a priority campus that being H.M. King High School. Priority campuses are targeted due to being among the lowest Title I campuses in the state due to math and reading performance. Kingsville ISD also has three focus campuses, those being Harvey Elementary, Gillette Elementary, and Memorial Middle School. Across the district student performance in nearly every content or grade level was below state average. STAAR passing percentages at Phase I Level II for All Subjects district-wide was 62% compared to the state average of 77%. Final Level II for all subjects is at 21% compared to state average of 35%. Advanced scoring for All Students in All Subjects was a 6% compared to the state average of 13%. Very alarming is fourth grade math that came in at 12% scoring on Phase In Level 1. An analysis of teacher demographics for the district reveals that 28% have five or fewer years of experience. Twenty-five percent have twenty or more years of experience. The average years experience of teachers is 13.5 with the average number of years teachers have been in KISD being 9 years. The turnover rate for teachers in KISD is 14.2%. Thus, there is some teacher stability in KISD. However, often with stability comes resistance to change or the need to bring faculty and staff along in a progressive manner. This rationale is the reason that KISD is seeking to implement potential EEIP funding in a phase-in model projecting over at least the first two years of the project to provide best practices in TAP teacher professional development while still continuing to use the PDAS Texas Appraisal system. This phase-in strategy in a medium sized district like KISD is cautious and offers teachers whom are performing well with students, and some do given that the district as a whole Met Standard on STAAR in 2012-2013 with a high needs student population. KISD is a sizable district that has the capacity to successfully phase-in best practices from the TAP model. KISD also has a new superintendent now in his second year and not going anywhere soon. Superintendent Edward Blaha and a strong administrative team recruited are making a difference and bit by bit turning around what has historically been an ailing school district. A brand new high school campus is nearing completion and stands as a symbol of a fresh start.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 137901

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority.

Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Improve teacher quality yielding through induction, mentoring and creating career pathways that will facilitate improved student achievement through extending the longevity as well as quality of teachers in classrooms.	Implementation of the TAP model will allow KISD teachers on targeted campuses to pursue a variety of positions throughout their careers including career, master, and mentor opportunities. Master and mentor teachers in collaboration with the campus principals will form leadership teams to provide both job-embedded and school based professional development as well as high quality evaluation.
2.	Teachers need ongoing professional development to remain current in their respective fields.	Implementation of the TAP model would restructure the school day on both KISD campuses to provide time during the regular school day for TAP teachers to participate in weekly cluster group meetings at all seven campuses so that job embedded professional development led by master and mentor teachers will facilitate peers in examining student data together, engaging in collaborative planning and learning instructional strategies that have proven successful in their schools.
3.	Teacher accountability needs to be instructionally focused.	Implementation of the TAP model funded by this grant on KISD campuses would facilitate TAP teachers being observed in classroom instruction according to the PDAS teacher appraisal instrument.
4.	Teachers should be compensated based on quality performance and improved student achievement.	Teachers on KISD campuses will have the opportunity to earn performance-based compensation each year based on their school's achievement growth. Master and mentor teachers would also receive additional compensation based on their added roles and responsibilities.
5.	Improved recruiting and hiring practices are needed to improve teacher quality.	Implementation of the TAP model will facilitate improved recruiting and selection of new teachers from the ranks of high achieving recent college graduates in partnership with TAMUK through both alternative certification initiative such as the TEACH program as well as TAMUK teacher education graduates, and/or those with a proven record of success in improving student performance.

Schedule #14—Management Plan

County-district number or vendor ID: 137901

Amendment # (for amendments only):

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Schedule #14—Management Plan

County-district number or vendor ID: 137901

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
2.	Assistant Supt. C&I Dr. Carol Perez	Provides district administrative oversight for the EEIPP project for KISD participation in the EEIP project; holds educational doctorate
3.	Master Teachers	Master teachers will support instructional and administrative implementation of best practices of TAP on their campuses in collaboration with principals
	NIET/TAP	Will provide professional development to support TAP implementation as described in the grant narrative throughout
	Texas A&M University - Kingsville	Oversight by Gerri Maxwell, Ph.D. track record of \$20 million in university & ISD grant mgmt., & successful implementation. Faculty team provides technical assistance and professional development in support of TAP best practices including through as peer to peer walkthroughs and data analysis for content teams; program evaluation support, and administrative principal coaching.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
			Y2 similar	
1.	Improve teacher quality yielding through induction, mentoring and creating career pathways	1. Establish a KISD Master and Mentor selection committee; may be a subcommittee of the TAP planning committee; should include TAP director	04/01/2014	05/31/2014
		2. Conduct school staff meetings at targeted campuses to review TAP's multiple career path opportunities in KISD. Mentor and Master teacher roles, responsibilities and qualifications, along with the interview and selection process are to be reviewed.	04/01/2014	05/31/2014
		3. KISD Principal/Superintendent presents the TAP instructionally focused accountability system to the school board for approval to implement TAP best practices for professional development during the next school year.	04/01/2014	05/31/2014
		4. All master and mentor teaching positions are posted and applications are processed. Market and advertise positions in various venues including service center, TASA job bank, TAMUK and other local universities, district website, etc.	04/01/2014	05/31/2014
		5. KISD Master and mentor teacher applications are reviewed by the master and mentor selection committee and TAP director. Develop a pool of qualified candidates. Conduct interviews and fill positions.	04/01/2014	06/31/2014
2.	Teachers need ongoing professional development to remain current in their respective fields.	1. Six days of TAP core training conducted and attended by entire KISD TAP Leadership team (administrators, masters, and mentors).	04/01/2014	08/15/2014
		2. KISD Leadership team analyzes student test results to develop school cluster plan. Each teacher's students' scores are provided to master teachers for distribution and setting goals.	05/01/2014	06/01/2014

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 137901

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives.

KISD, with the assistance of the TAMUK project management faculty, will implement CIPP Model of Evaluation will be used for ongoing formative evaluation and continuous improvement. The CIPP Evaluation Model is a comprehensive framework for guiding evaluations of programs, projects, personnel, products, institutions, and systems [Stufflebeam, 2002]. Corresponding to the letters in the acronym CIPP, this model's four components are context, input, process, and product evaluation. In general, these four parts of an evaluation respectively ask, What needs to be done? How should it be done? Is it being done? Did it succeed? The emphasis of the evaluation for this project will be on the implementation of the KISD TAP model on the elementary and secondary campuses. However, summative (product) evaluation information also will be gathered on impact in the classroom, as reported by administrators, teachers, and students and evidenced by improved student achievement. In addition to use of the CIPP model for the project, professional development provided to teachers and administrators will utilize a simple evaluation instrument throughout the course of the project asking three simple questions after selected professional development sessions. Those three questions are: 1) What is working?; 2) What is not working?; 3) How can we improve what we are doing? These three questions and their responses will be compiled into an excel spreadsheet, evaluated for themes and posted on the project website for access/transparency to all participants. Recommendations from those evaluations will be applied throughout the project in the vein of constant and continuous improvement.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Teacher quality is a focus in Kingsville Independent School District. KISD reported 100% Highly Qualified teachers who meet the current federal definition of Highly Qualified. The reality is that with ever increasing student achievement standards designed to ensure that students are college ready, career ready and world ready, concerted efforts to continuously improve teaching are necessary most especially on the neediest priority, focus and Improvement Required campuses. KISD in collaboration with the TAP leadership will continuously review existing district efforts in the area of professional development, recruiting, instructional coaching and the like to seek opportunities for this EEIPP/TAP grant initiative ensuring that existing efforts compliment and maximize one another. Proposed use of the TAP model that is a research-based, replicable model with strong support from NIET will ensure that the project is implemented successfully. Additionally, this EEIPP/TAP grant initiative expects to "professionalize" the role of teachers and when teachers are treated as true professionals as is the intent of the project, this success will permeate the culture and climate of all campuses within the district leading ultimately to increase student achievement.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 137901

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Assess improvement in teacher quality through data collection indicators related to mentoring (mentor and mentee)	1.	100% of first year teachers assigned a mentor; attrition rate of teachers assigned a mentor as part of the program implementation
		2.	100% of first year teachers assigned a mentor who teaches/taught the same subject
		3.	Two hours per week minimum - Average number of release-time hours, per mentee, for mentor collaboration
2.	Assess amount of ongoing teacher PD thru indicators.	1.	Two hours per week minimum - Average number of hours of collaboration (plc's, clusters, teams, etc.)
		2.	# and 100% of designated teachers/administrators who participate in the TAP core trainings
3.	Teacher accountability needs to be instructionally focused.	1.	For each domain the percent of teachers scoring the equivalent of proficient +
		2.	For each domain the average numeric increase or decrease over prior year scores
		3.	# of faculty or staff, not including principals or assistant principals, authorized and trained to conduct teacher observations
4.	Assess data related to the additional and differentiated compensation of teachers relative to EEIPP program.	1.	# specified and up to 100% of positions that received additional compensation beyond the district's standard salary schedule due to the implementation of this program
		2.	% of teachers receiving differentiated compensation as a result of this program
		3.	Up to 100 % of non-classroom based faculty and staff receiving differentiated compensation as a result of this program
5.	Assess impact of improved recruiting & hiring practices through data collection indicators listed.	1.	# of teachers that accepted the early notification incentive offer.
		2.	# of unique positions (master teachers, instr. coaches, lead teachers) added
		3.	% of teachers and administrators retained, of those offered contracts, from prior yr

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design.

The KISD TAP project management team in collaboration with Master and Mentor teachers under direct supervision of the KISD campus principals and assistant superintendent, will ensure that formative data is collected as listed above in 1-5 and that that data is analyzed on a timely and ongoing basis. Moreover, this KISD team will review data on an ongoing basis in order that this monitoring will facilitate adjustment as needed in ensuring implementation best professional development practices around instructional coaching and professional learning communities/clusters of the TAP program as the primary focus of this EEIPP grant initiative. Led by master and mentor teachers, cluster group meetings will facilitate teacher examination of student data together on the elementary and secondary campuses. Collaborative planning for effective instructional strategies stemming from that data will be implemented through modeling and instructional coaching by Master and Mentor teachers in concert with mentee/Career teachers. In addition to student achievement data, other student data including attendance will be collected, analyzed and acted on as needed to ensure positive student achievement.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 137901

Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Defining Educator Responsibilities

A core element of the TAP system is the career path, which includes master teachers, mentor teachers, and career teachers. This path distributes school and instructional leadership (Spillane, 2006; Scribner, Sawyer, Watson & Myers, 2007) and creates different job expectations and responsibilities for different types of teachers. Although TAP provides guidelines about the responsibilities of TAP teachers, in this KISD grant initiative targets seven campuses, educators will work together to establish specific responsibilities and performance standards will be established for master, mentor, and career teachers to document areas and levels of effectiveness and provide benchmarks of performance. The responsibilities surveys play a role in determining teacher performance and pay. Responsibilities surveys are aggregated with classroom observation scores to form the "Skills Knowledge and Responsibilities (SKR) score" portion of the TAP performance award. KISD schools will have the autonomy to customize the responsibility survey to include role-specific responsibilities that are a priority for each school including areas such as reflection on teaching or supervision. This 360-degree view of the multiple career paths provides accountability and ownership of the differentiated roles and responsibilities for instructional leaders in on TAP campuses.

Master and mentor teacher selection

KISD master and mentor teachers on the elementary and secondary campuses will be selected through a performance-based selection process that includes intensive interviews and may include conducting model lessons. KISD will form a hiring committee consisting of relevant campus level principal and district personnel in partnership with TAMUK in order to assist in the hiring process for both master and mentor teachers. Both master and mentor teachers will be expected to have a record of increasing student achievement; excellent communication skills; an understanding of how to facilitate growth in adults; and instructional expertise demonstrated through model teaching, team teaching, video presentations and student achievement gains. Additionally, master teachers will have preferred characteristics of possessing a master's degree in a relevant academic discipline; at least five years of successful teaching as measured by performance evaluations (two years for mentor teachers); and demonstrated expertise in content, curriculum development, student learning and data analysis. Teachers who demonstrate these required skills are likely to be able to

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apply their skill set to the challenges of the participating schools within KISD and are likely to be effective. This hiring process for master and mentor teachers has been implemented in other TAP schools with great success, which has prompted KISD to adopt the same model.

Master and mentor teacher training

All members of the KISD TAP Leadership team master and mentor teachers will be required to attend extensive CORE training during the summer before initial TAP implementation. This initial CORE training will include an overview of the TAP system, an in depth training on the evaluation process, leadership team, cluster group meetings, and field testing. Each KISD leadership team member, including master and mentor teachers, must attend these initial CORE trainings and then successfully complete a certification test prior to becoming a certified TAP evaluator.

Master and mentor teacher release time

KISD master and mentor teachers play essential roles in TAP. In addition to helping create the academic achievement plan for the school, the mentor role involves serving as a liaison between the master and career teachers to ensure all teachers are receiving the support necessary to improve their instruction and increase student achievement. By including KISD mentors who are provided release time, the TAP model ensures that all teachers have the opportunity to be mentored. Mentor teacher release time will be available for coaching mentees or evaluation and observations. Pay for substitutes is budgeted for Kingsville Elementary teachers to meet in cluster meetings at least weekly. Kingsville secondary campus has built in common planning and conference times in grades 7-12 as of Spring semester 2014. Master and mentor teacher release time will be utilized for demonstration or model lessons, evaluation, observation of teachers, team teaching and planning cluster meetings.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 137901

Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Teacher Evaluation

Classroom observations—announced and unannounced—will be conducted by members of the KISD TAP Leadership Team (principal, assistant principal(s), master and mentor teachers) four or more times a year at the elementary and secondary campuses. To ensure the rigor of these observations, the TAP Leadership Team will undergo training and annual certification in the use of TAP's rigorous classroom evaluation standards, known as the *TAP Skills, Knowledge and Responsibilities Performance Standards*. The table below illustrates one of the instructional indicators on the rubric.

Teacher Content Knowledge Indicator from the Instruction Domain of the TAP Rubric:

Teacher Content Knowledge	Exemplary (5)	Proficient (3)	Unsatisfactory (1)
	Teacher displays extensive content knowledge of all of the subjects he/she teaches.	Teacher displays accurate content knowledge of all subjects he/she teaches.	Teacher displays under-developed content knowledge of all subjects he/she teaches.
	Teacher regularly implements a variety of subject specific instructional strategies to enhance student content knowledge.	Teacher sometimes implements a variety of subject specific instructional strategies to enhance student content knowledge.	Teacher rarely implements a variety of subject specific instructional strategies to enhance student content knowledge.
	The teacher regularly highlights key concepts and ideas and uses them as basis to scaffold and connect to other ideas.	The teacher sometimes highlights key concepts and ideas and uses them as basis to scaffold and connect to other ideas.	The teacher does not understand key concepts and therefore presents content in an unconnected way.

The rubric will be shared and explained with KISD teachers on the elementary and secondary campuses during the early stages of TAP implementation, providing them with the standards to which they will be held accountable before they are evaluated. KISD TAP teacher evaluations will produce more than a score; before each announced visit, teachers have a "pre-conference" session with their evaluator to discuss expectations and areas of focus. Then after all classroom observations, there will be a "post-conference" session with the evaluator to discuss the findings. This cognitive coaching session offers KISD teachers the opportunity to develop a plan for building on strengths and improving weaknesses. Evaluators must present evidence supporting the score they assigned to the teacher, further increasing the credibility, relevancy and transparency of the evaluation system. Additionally, the KISD teacher must self-reflect and score each component of the lesson. TAP's evaluation data management system automatically tracks scores to ensure inter-rater reliability and The KISD will work to ensure inter-rater reliability.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 137901

Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Although teachers on the campuses in KISD will be evaluated annually using the PDAS, the TAP evaluation framework will inform coaching and ongoing phase-in formative feedback of teachers during cluster meetings and conversations.

Evaluating Teachers

KISD teacher effectiveness will be evaluated *annually* based on campus achievement according to PDAS, the Current Texas Teacher Appraisal System.

Using the Skills and Knowledge rubric from the *TAP Skills, Knowledge and Responsibilities Performance Standards (Standards)*. KISD Master and mentor teachers will be trained to conduct lesson length observations that allow for viewing of the beginning, middle and end of a lesson. KISD Master and Mentor teachers will utilize the TAP evaluation rubric as instructional coaching feedback.

Indicators from the Standard Academic Feedback

Acad. Feedback	Exemplary (5)	Proficient (3)	Unsatisfactory (1)
	Oral and written feedback is consistently academically focused, frequent and high quality.	Oral and written feedback is mostly academically focused, frequent and high quality.	The quality and timeliness of feedback is inconsistent.
	Feedback is frequently given during guided practice and homework review.	Feedback is sometimes given during guided practice and homework review.	Feedback is rarely given during guided practice or homework review.
	The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback.	The teacher circulates to during instructional activity to support engagement and monitor student work.	Teacher circulates during instructional activity but mostly monitors behavior.
	Feedback from students is regularly used to monitor and adjust instruction.	Feedback from students is sometimes used to monitor and adjust instruction.	Feedback from students is rarely used to monitor and adjust.
	Teacher engages students in giving specific and high quality feedback to one another.	Teacher engages students in giving specific and high quality feedback to one another.	

The rubric is taught and teachers will utilize the rubric in cluster discussions around quality of student instruction. TAP teacher observations by Master and Mentor teachers will include "pre-conferencing" sessions as well as "post-conferencing" sessions with the Master or Mentor to discuss the findings. This cognitive coaching session will offer KISD teachers the opportunity to develop a plan for building on strengths and improving weaknesses.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 137901

Amendment # (for amendments only):

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

KISD will implement best practices in professional development from the TAP system. However, KISD will take it one step further by ensuring that Master teachers represent expertise in all four core content academic areas. Mentor teachers will target Reading and Math. Thus Master and Mentor teachers in the KISD TAP system will be content specific. The TAP system incorporates both strategies that research studies have found to be effective—collaborative learning teams and instructional coaching (Biancarosa et. al, 2010; Sanders et. al, 2009). But TAP also takes the next critical step by helping schools create an infrastructure that supports high-quality PD through best practices of distribution of leadership, facilitation of professional learning communities, and job-embedded professional development and will ensure that the activities ultimately deliver positive results, both for teachers and for their students. The KISD TAP system will combine collaborative teams and classroom coaching to maximize the potential impact of both strategies.

On the KISD campuses, teachers will receive one-on-one coaching from master teachers and mentor teachers. These same teacher-leaders will also lead collaborative teams of teachers called “cluster groups,” which meet weekly to learn and develop new classroom strategies and to analyze the impact of those strategies on student learning. After every cluster meeting, master and mentor teachers will provide targeted follow-up coaching to help teachers master and effectively implement the strategies they worked on during the meeting, carefully calibrated to meet each teacher's individual needs. KISD's master and mentor teachers will also serve on a school-wide TAP Leadership Team, led by each campus principal, which will set clear goals for cluster groups and monitors their progress to ensure success. KISD is committed to implementing this high-impact model of professional development (Elmore, 2002). As previously stated, the TAP system combines collaborative teams and classroom coaching to maximize the potential impact of both strategies in improving the skills of teachers in the classroom. In traditional models of professional development educators are likely to attend a session provided away from their school site with content delivered by external presenters. In this traditional model there is rarely follow-up provided with teachers in order to ensure that they have adequately applied the new information to their classroom instruction, or are being supported in their new professional learning. In contrast, the experts leading the professional development in TAP schools are working in the same facility and with the same students as the teachers that they are supporting.

Unlike the fragmented and disconnected approach to professional development still common in most schools, the KISD TAP model implementation will provide teachers with a highly structured and focused form of professional development that is ongoing, job-embedded, collaborative, driven by analysis of a teachers' specific student achievement data, and led by expert instructors. In the KISD TAP initiative, master teachers, mentor teachers and the principal will have explicit responsibility for planning and leading a range of inter-related professional development activities. While the professional development structure is common across TAP schools, the content is entirely driven by careful analysis of student and

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teacher needs on each campus. Typical professional development activities will include:

Cluster Groups. KISD will restructure the school schedule at the campuses to provide time during the regular school day either through cluster meetings or common conference and common planning times, for groups of teachers to collaborate on analyzing student data and learning new instructional strategies to improve student learning. Instructional strategies are selected by master teachers based on detailed analyses of student achievement data and are only introduced to teachers in the cluster group after the masters teachers have successfully field tested or vetted and the strategies in actual classrooms so they can demonstrate student learning gains. After KISD master teachers introduce a new strategy, KISD teachers will use the strategy in their classrooms then return to cluster meetings with pre- and post-test data from formative assessments so that the group can discuss how well the strategy worked and refine it further if necessary.

Individualized Coaching. In the KISD TAP system, master and mentor teachers will follow up after cluster meetings and common planning times to provide every teacher with one-on-one coaching. They are provided training, authority, time, and additional compensation for these roles, and their extensive, individual work with classroom teachers will be described in detail in their supplemental contracts. KISD master and mentor teachers will facilitate the content and form of coaching to meet teachers' individual needs based specifically on the students in the teachers' classroom. KISD Master and mentor teachers will employ a wide range of coaching techniques that can be adapted to suit teachers' individual needs. Some teachers may benefit most from "lighter" coaching in which the master or mentor teacher observes the teacher applying the new strategy during a lesson and then follows up with reflective questions and feedback. Other teachers may benefit most from a demonstration lesson during which they get to observe the master teacher modeling the strategy again, this time with an actual classroom of students. Still other teachers might need more intensive shoulder to shoulder coaching wherein they co-teach a lesson to a classroom of students—right alongside the KISD master or mentor teacher.

KISD master and mentor teachers will regularly visit teachers' classrooms at the elementary and secondary campuses to provide highly intensive and personalized coaching that can take a wide variety of forms, from teaching demonstration lessons to modeling specific instructional strategies or skills to team teaching. For example, master or mentor teachers will visit classrooms to coach teachers on a new instructional strategy after introducing it during a cluster group meeting. Coaching can take place outside the classroom, too: KISD mentor or master teachers can meet with teachers to brainstorm, troubleshoot, collaborate on lesson planning, review student work, provide feedback on teachers' plans and ideas, or to review and discuss how a lesson went.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 137901

Amendment # (for amendments only):

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Ongoing job-embedded professional development designed to support KISD teachers on the KISD campuses in increasing their skills and effectiveness as an essential element of the TAP system. Professional development will be provided by school-based expert master and mentor teachers, who have been hired and selected to take on additional responsibilities based on their records of improving student achievement and successful work with adult learners. For teachers to have substantive learning opportunities, practitioners and researchers have emphasized the need for schools to redesign the workplace and create ample time for teachers to meet during their regular work hours (Education Week, 2004). As mentioned KISD will restructure campus schedules to allow professional development activities to take place during the school day during cluster meetings and/or will use common planning and common conference periods on some campuses to facilitate this work. Every week, KISD master and mentor teachers will lead career teachers in "cluster groups," small professional development sessions focused on instructional improvement for increasing student achievement. Cluster groups are grade-or subject-specific and typically have five to eight members. Professional development extends into each classroom as master teachers model lessons, observe instruction and support teachers to improve their practice. In this way the professional development not only focuses on instructional strategies as previously discussed but is also tied to evaluation results and student assessment data. Texas A&M University – Kingsville will also provide on-going professional development including intensive peer-to-peer classroom observations contextualized in meet student needs equitably. Below is a framework for that professional development.

Peer to Peer Walkthroughs (Teaching and Learning Tours) Supporting TAP Implementation

TAMUK would provide these For all 7 campuses in EEIP once per six weeks throughout the school year (total 42 days of PD across all seven campuses); each Walkthrough led by 1-2 TAMUK faculty Maxwell/McNair and others as needed

Initial Session 1:

60 min administrator training/75 min Afterschool PLC Equity Book Study Part 1 (Skrla&McKenzie Equity Audits book that frames Teaching and Learning Tours and meet in the needs of all students equitably) Teaching Learning Tour/next day full day TLT's (reflective not evaluative focused on student engagement) with teacher teams targeting implementation of TAP best practices

Session 2:

60 min administrator training/75 min Afterschool PLC Equity Book Study Part 2 Teaching Learning Tour/next day full day TLT's with teacher teams targeting implementation of TAP strategies with 1-2 targeted strategies

Session 3-6: Full day TLT targeting TAP strategies and addressing needs if all students equitably

Themeing/data processing of TLT for admin follow up & sharing with plc's/clusters

TAP Addresses the Needs of Schools, Teachers and Principals

Rather than rely on outside experts offering one day workshops, KISD will seek on its campuses to recruit and develop their own experts who structure professional development around: 1) the needs of students as identified through classroom assessments; 2) the needs of teachers as identified through classroom observations and student work; and 3) the needs of principals as identified through needs of teachers and students. Data from *students in the school building* will be analyzed regularly during KISD TAP Leadership Team meetings and weekly cluster groups to ensure that the professional development remains focused on improving student outcomes.

KISD TAP Leadership Team (TLT) Meetings. The KISD TLT analyzes student and teacher observation data for persistent areas of weakness across the campus. The broad needs of each school, as identified by the leadership team, will inform the topics for the weekly cluster meetings. For example, in schools with weak scores on reading comprehension, the KISD TLT's will utilize or create assessments to isolate specific sub-skills of reading comprehension

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(e.g., making inferences). The TLT monitors the research of specific student-based strategies and the vetted results to plan for cluster implementation.

Cluster Groups. Master and mentor teachers on targeted campuses in KISD, will use group settings (cluster meetings) and individual opportunities (e.g., coaching; model teaching) to help teachers build their skills. TAP cluster groups will focus on building teacher expertise with specific instructional strategies or tools applicable across the subject matter. The need for specific instructional strategies or tools is identified through analysis of student work from individual teachers' classrooms. Master and mentor teachers use evaluation data (SKR score and value-added data) through CODE to analyze areas for improvement across the faculty and for an individual teacher, and address these areas of need in weekly cluster meetings.

These strategies will help KISD teachers on targeted campuses focus on how students learn and the methods teachers can use to enhance instruction. Master teachers in KISD will use existing research and experts within and outside the TAP network to select student learning strategies. As stated by Jerald (2009), "Importantly, the new instructional strategies introduced during cluster meetings are not just 'best practices' brought back from a conference, but rather carefully identified and adapted strategies that relate directly to the school's improvement plan." KISD master and mentor teachers will teach, or field-test, the strategies with students in the school while systematically tracking progress in the targeted skill. This allows them to model the strategy effectively for teachers. A master teacher may field-test a strategy multiple times, adjusting the instruction until it results in growth for all students.

At each cluster meeting, KISD teachers on elementary and secondary campuses will analyze student work to determine the impact of a previous strategy on their students' growth. Based on those results, they will then identify modifications or extensions they may need to provide to their students. Additionally, teachers will be required to administer pre- and post-assessments to their students so they can measure progress towards mastering the targeted skill. These assessments are focused on a specific student learning need and are aligned to the state assessment, which can provide teachers with predictors for how students will ultimately perform on the school's high stakes tests.

Other Support. All KISD TAP teachers on its campuses will be provided the opportunity and resources to improve their skills and raise student achievement. This is particularly relevant for teachers who are not meeting the criteria for effectiveness. Professional development does not end with the cluster meeting. KISD TAP teachers will also receive individualized support in their classrooms. This support is based on the needs of the teacher and may vary from lesson planning to a master or mentor teacher modeling the strategy in a teacher's classroom. The value of this support is magnified by the fact that the teacher receives guidance from the same KISD master teacher throughout the year, ensuring that the master teacher, as the provider of professional development and evaluations, has had an active role in tracking the progress and needs of a specific teacher.

As noted, teachers who have demonstrated ongoing effectiveness also benefit from this individualized attention. In their case, support from expert master teachers will serve to further hone their skills in the classroom. KISD teachers with sustained effectiveness will have the opportunity to take on expanded roles and responsibilities as KISD master and mentor teachers.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 137901

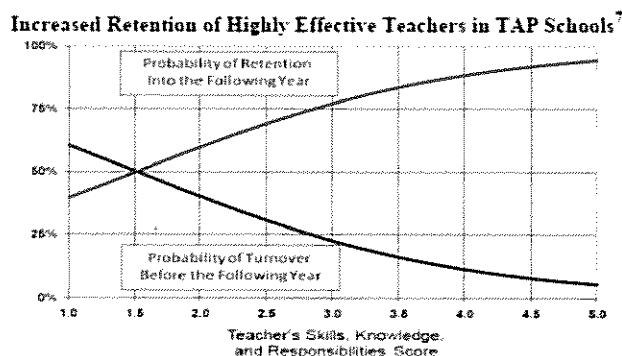
Amendment # (for amendments only):

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Structure of Performance-Based Compensation in the TAP System

Performance-based compensation for teachers. The KISD TAP System will reward teachers, principals and other personnel who demonstrate effectiveness at the campus achievement level. KISD has established a dollar amount per teacher into an annual performance award fund for the elementary and secondary campuses. Performance awards for core academic teachers will be based 100% on school-wide achievement growth. Teachers in non-academic areas can earn performance awards similarly.

Performance awards have been proven to affect educator behavior and recruitment and retention decisions in high-need schools as shown in the chart below, "Increased Retention of Highly Effective Teachers in TAP Schools."



The school-wide measure is TAP's *group* performance incentive. KISD's TAP campus performance-based incentives, instructionally focused accountability and on-site professional development support continuing improvement in teaching and leadership skills. In this way, the KISD TAP model implementation increases the percentage of effective educators in a school through a combination of recruitment and retention.

- A study of a performance incentives program in North Carolina found improvements in student achievement associated with award sizes as small as \$1500 (Vigdor, 2009).

Research outside of education shows bonuses are effective when combined with other elements:

- Research has shown that features other than the magnitude of awards, such as how performance incentives are structured and presented, appear to moderate the influence of performance incentives (Bonner, 2002; Heneman, 1998;

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Taylor et al., 2009).

Size of awards. Performance incentives have proven high enough to change behavior in the context of the TAP system of comprehensive reform. KISD will create a fund for performance bonuses by setting aside a designated amount consistent with the research recommendations.

Structure of award. Classroom student growth measures are an important part of measuring teacher performance since they are more closely linked with individual teacher performance. KISD teachers can analyze the link between their students' achievement growth and their own instructional skills, with the help of the leadership team. This helps teachers to better understand specifically how to change their own practice to increase their students' achievement. Core academic teachers will be eligible for awards on a 50/50/20 framework whereby 50 percent of the amount is based on achieving proficiency in a minimum of three of the four PDAS component areas. The other 50 percent will be based on campus achievement at the minimum Met Standard level. Core teachers will receive 20% additional if their content area receives Distinguished citation in the TEA accountability system. Non-academic teachers are eligible only for 50% of the performance award based on their appraisal.

Theory, research and 14 years of experience in TAP schools indicate that school-wide performance awards promote professional collaboration, staff collegiality, and alignment of organizational resources with instructional goals. The optimal approach to incentives is to balance individual and group incentives wherever possible as it motivates high personal performance as well as positive contributions to teamwork.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 137901

Amendment # (for amendments only):

Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

According to leading education writer and policy expert Craig Jerald, "The TAP design does not achieve alignment merely by including teacher evaluation and professional development along with teacher pay in the model, but rather by employing several explicit strategies that allow other school-wide practices to support and reinforce differentiated compensation, and vice versa" (Jerald, 2009). The KISD TAP model implemented at campuses intentionally aligns systems for recruiting, promoting, supporting, evaluating and compensating teaching talent to enhance not only teacher effectiveness, but also job satisfaction and collegiality, which directly impact recruitment and retention of effective teachers in high-need districts such as KISD.

As previously described, master and mentor teachers on campuses in KISD, will be selected through a performance-based selection process that includes intensive interviews and may include conducting model lessons. KISD will form a hiring committee consisting of relevant school and district personnel in order to assist in the hiring process for both master and mentor teachers. Both master and mentor teachers are expected to have a record of increasing student achievement; excellent communication skills; an understanding of how to facilitate growth in adults; and instructional expertise demonstrated through model teaching, team teaching, video presentations and student achievement gains. Additionally, master teachers in KISD will be preferred to have a master's degree in a relevant academic discipline; at least five years of successful teaching as measured by performance evaluations (two years for mentor teachers); and demonstrated expertise in content, curriculum development, student learning and data analysis. KISD teachers who demonstrate these required skills are likely to be able to apply their skill set to the challenges of the participating schools and districts, and are likely to be effective. This hiring process for master and mentor teachers has been implemented in other TAP schools with great success, which has prompted KISD to adopt the same model for the elementary and secondary campuses in this application.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 137901

Amendment # (for amendments only):

Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Defining Educator Responsibilities. A core element of the TAP system is the career path, which includes master teachers, mentor teachers, and career teachers. This path distributes school and instructional leadership, and creates different job expectations and responsibilities for different types of teachers. Although TAP provides guidelines about the responsibilities of TAP teachers, KISD educators at the seven campuses will work together to establish specific responsibilities performance standards will be established for master, mentor, and career teachers to document areas and levels of effectiveness and provide benchmarks of performance.

Multiple career paths incentivize teachers to take on new leadership roles (i.e., mentor and master teacher) and additional responsibilities with corresponding increase in pay. In KISD on the campuses, "career teachers" will be defined as regular classroom teachers and mentor teachers are released a portion of their time. Master teachers in KISD will play a completely new role as they are typically not assigned to a specific classroom, but rather work as an instructional leader with teachers and deliver high-quality instruction directly to students. Master and mentor teachers will be selected through a competitive, performance-based hiring process and form a TAP Leadership Team (TLT), along with the principal, to deliver school-based professional support and conduct classroom observations. As previously detailed the KISD master and mentor teachers will be responsible for providing professional development through cluster group meetings, KISD TAP Leadership Team (TLT) meetings, providing classroom support for observations including coaching, modeling, co-teaching, demonstrating lessons, conducting pre- and post-conferences and providing other individualized support.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 137901

Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

It has been determined that there is no need for a waiver at this time for KISD to implement this initiative upon award.

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

It has been determined that there is no need for a waiver at this time for KISD to implement this initiative upon award.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 137901

Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

It has been determined that there is no need for a waiver at this time for KISD to implement this initiative upon award.

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

It has been determined that there is no need for a waiver at this time for KISD to implement this initiative upon award.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 137901

Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

KISD is a medium size district supporting 3543 students on seven campuses in what is considered a high needs district. KISD employs 243 teachers. In order to provide any sort of nominal performance based stipend, these EEIP funds are critical. Even a potential stipend of \$1000 per year is a quarter of a million dollars per year if every teacher was awarded those funds. Given the culture of inclusiveness, all seven campuses are included in this EEIP proposal. While the district is in a fairly strong financial situation, the age of the district's facilities demand on-going attention although campus by campus is being replaced with new facilities. Providing a quarter million in potential performance incentives annually for the entire district would represents a sizable amount of funding necessary to implement this EEIP and TAP initiative.

Additionally, the district continues to experience a 3-5% growth in students to which it provides services. This increase in student population results in additional costs to the district. The district like many others experienced increased costs in food services in 2013 as well as in other areas all the while trying to maintain an aggressive approach to maintenance of facilities. Teacher quality is a key need in KISD as this district looks to continue to serve a high needs population of students whom are identified as 85.8% economically disadvantaged across the district. Improved teacher quality is essential to serving this student population equitably at all campuses, and ensuring that any learning deficits are strategically approached through best practices in this initiative supporting instructional coaching and the development of professional learning communities through clusters focused on improved student achievement.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 137901

Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1. Establish a KISD Master and Mentor selection committee; may be a subcommittee of the TAP planning committee.
2. Conduct school staff meetings at targeted campuses to review TAP's multiple career path opportunities in KISD. Mentor and Master teacher roles, responsibilities and qualifications, along with the interview and selection process are to be reviewed.
3. KISD Principal/Superintendent presents the TAP instructionally focused accountability system to the school board for approval to implement TAP fully the next school year.
4. All master and mentor teaching positions are posted and applications are processed. Market and advertise positions in various venues including service center, TASA job bank, TAMUK and other local universities, district website, etc.
5. KISD Master and mentor teacher applications are reviewed by the master and mentor selection committee and TAP director. Develop a pool of qualified candidates. Conduct interviews and fill positions.
6. Six days of TAP core training conducted and attended by entire KISD TAP Leadership team (administrators, masters, and mentors).
7. KISD Leadership team analyzes student test results to develop school cluster plan. Each teacher's students' scores are provided to master teachers for distribution and setting goals.
8. KISD Administrators and master and mentor teachers in TAP schools participate in a two-day TAP training.
9. Each KISD TAP campus conducts the two-day TAP Startup of School Workshop. The leadership team facilitates this workshop.
10. Each TAP school formally presents the following: School goals aligned to cluster group goals; Cluster group assignment and schedules; Review of operations/guidelines for cluster groups; Review of Individual Growth Plan (IGP); Review of Instructionally Focused Accountability and Performance-Based Compensation Systems.
11. KISD Principal/Superintendent presents the TAP instructionally focused accountability system to the school board for approval to implement TAP fully the next school year.
12. KISD Leadership team analyzes student test results to develop school cluster plan. Each teacher's students' scores are provided to master teachers for distribution and setting goals.
13. KISD conducts the two-day TAP Startup of School Workshop. The leadership team facilitates this workshop. Each TAP school formally presents the following: School goals aligned to cluster group goals; Cluster group assignment and schedules; Review of operations/guidelines for cluster groups; Review of Individual Growth Plan (IGP); Review of Instructionally Focused Accountability and Performance-Based Compensation Systems.
14. KISD creates TAP performance award committee.
15. Establish amount of funds school designates for performance bonus awards each year.
16. KISD Committee establishes how award funds will be disbursed and timeline for disbursement.
17. KISD Committee determines salary augmentation amounts for Master and Mentor teachers and determines any longevity incentives in those roles.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 137901 | Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

KISD was provided with an orientation to the TAP implementation model via powerpoint materials provided by the NIET. After discussion and consideration it was decided to support the initiative. Stakeholders reached consensus regarding supporting the opportunity to support the TAP implementation and the EEIP grant initiative. Letters of support are available on file within the district demonstrating that support if needed upon award of the grant. Funding from this EEIP in collaboration with other funding streams in KISD will support a best practices implementation of the TAP professional development upon award of the grant funding.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

KISD intends to implement the TAP program district-wide at all seven campuses in the district in order to build teacher quality and capacity across the district based on this EEIP grant initiative including the TAP implementation model.

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